

Student Assistance Programs Conference Call
Ellen Morehouse
7/29/03

MODERATOR: At this time, I would like to introduce our speakers for today. I would like to begin with Sarah Dinklidge.

SARA DINKLIDGE: Yes.

MODERATOR: Ellen Morehouse.

ELLEN MOREHOUSE: Hi, good morning.

MODERATOR: Aurora Matzkin.

AURORA MATZKIN: Hi, this is Aurora.

MODERATOR: Carol Oliver.

CAROL OLIVER: Hello, this is Carol Oliver.

MODERATOR: Miss Matzkin, could you hear our lines clearly?

AURORA MATZKIN: Yes, I did.

MODERATOR: Please go ahead, ma'am.

AURORA MATZKIN: Hi everybody. This is Aurora Matzkin, and I am the Northeast CAPT's Training and Technical Assistance Coordinator for the GRAAP Program. First, I want to ask your patience with us, as we are experimenting with this new technology for doing audio conferences and are anxious to hear your feedback about how this process goes, as well as about how you like the content of this call, and how useful it is to you.

I'd actually like to hear who's on the phone, first. So I'm going to ask Sylvester to ask you each to introduce yourselves. Spell your name, and what organization you work for.

Sylvester?

MODERATOR: All lines are open.

AURORA MATZKIN: So go ahead. Anybody can just go ahead and jump in.

SARAH CARCELLO: This is Sarah Carcello, here with Nicole Reinartz Stover, from CSAP's Central CAPT.

THERESA TURNER: I'm Theresa Turner with In Touch, in Illinois.

RITA RUMBAUGH: Hi, I'm Rita Rumbaugh, with Montgomery County Public Schools, in Montgomery County, Maryland.

PAT BARRY: Hi, this is Pat Barry. I work in Illinois with SAP's.

ERIN EVANS: This is Erin Evans with the [inaudible] Educational Cooperative in Tennessee.

SHELLY CITRON: This is Shelly Citron with Nenah School District, in Nenah, Alaska.

MICHELLE BROWN: Hi, this is Michelle Brown, from Community Concepts, in South Paris, Maine.

CAROL CHURGIN: Hi, this is Carol Churgin, from Newark Public Schools, in New Jersey.

LARRY CAULKINS: Hello, this is Larry Caulkins, from the [inaudible] Prevention Council in upstate New York.

MARY JANE BUSH: This is Mary Jane Bush, from Bucksport, Maine, and I work with the Healthy Community Coalition that's just starting substance abuse prevention project.

AURORA MATZKIN: Is that everybody?

MIKE CARPENTER: I'm Mike Carpenter, from Atlanta, Georgia. I work with CSAP's in Georgia.

PAM WILCOX: Hi, I'm Pam Wilcox. I am with the Model Programs Dissemination Project.

AURORA MATZKIN: Is that everybody? Okay, well, thank you very much for introducing yourselves. We are lucky to have two presenters with us, today. One is Ellen Morehouse. She is the Executive Director of the Student Assistance Services, a nonprofit corporation in Tarrytown, New York. She's the creator of three national model alcohol and drug abuse prevention and early intervention programs. The Westchester Student Assistance Program. The Residential Student Assistance Program. And Project SUCCESS, which stands for Schools Using Coordinated Community Efforts to Strengthen Students.

The Westchester Student Assistance Program is currently being implemented in 37 high schools, and 21 middle schools in Westchester County, and along with the two other model programs, is being replicated nationally.

We also have with us today, Sara Dinklidge. She's the executive vice president of Rhode Island EAP, Incorporated, Student Assistance Services Division. She's the creator and original director of the Rhode Island Student Assistance Program, which is based on the Westchester Student Assistance Model, and is currently operating in 49 Rhode Island secondary schools.

We hope to have Tania Garcia—the director of the Northeast CAPT—with us today, but, unfortunately, she's been called away with a really important deadline. So she was unable to join us this morning.

The rest of this call will cover the material that the participants want to cover. We did receive four questions from folks, ahead of time. And I will turn it over to Ellen and Sara to review those questions and also solicit other questions that you might have on your mind.

E. MOREHOUSE: Hi, this is Ellen. I'll just go in order. I'll read the first two questions. And then, Sara, do you want to read the next two?

S. DINKLIDGE: Sure.

E. MOREHOUSE: The first question was 'interested in infusing best practices regarding student assistance programs and alcohol, tobacco, and other drugs. And let me just back up before I answer the question, directly, to say that, nationally, the words 'student assistance program' has become like the word, Kleenex, or Xerox. If I asked any of you to Xerox a copy of something for me, none of you would turn around and say, do you mind if I used a NEEDA copier, or Canon copier? Or if I sneezed and asked for a Kleenex, I don't think any of you would say, is a Scottie brand, or a Puff okay?'

Unfortunately, the words student assistance program has become like that. And for many people, it means almost every way of helping students in a school. So let me just back up a minute and say, nationally, there are two basic models, each have variations. One is what's called the Core Team Model, and that's where there are people in the building who have jobs *other* than just assessing, motivating, and referring students. Like, they might teach social studies part of the day, or be a guidance counselor part of the day, or be a coach part of the day. And they meet together as a team to discuss problematic students.

The other model is the professional student assistance counselor model, and that's where the professional student assistance counselor *only* does student assistance work, and only does assessments, motivational, educational counseling, prevention activities, and referral out. And, again, I'm just naming some of them, and there are variations.

So when the question comes [up] '*Are we interested in infusing best practices?*' The best practices really need to come off the CSAP Model Program website. And they're now, approximately—and Pam Wilcox can correct me if I have the number wrong—approximately 40 different program models. Is that right, Pam?

P. WILCOX: I think it's close to 50, now. We're getting closer to 50.

E. MOREHOUSE: Okay, 50 program models that all have cleared the NREP process, which means they've been found to be effective in preventing and reducing alcohol and other drug use by addressing the different risk factors. So depending on what kind of risk factor you want to address, and what kind of results you're hoping to achieve, I would suggest that whoever asked that question, or anybody else, go to that website, and use the decision matrix system, and try to figure out which best practice do you want to put in.

There are some general caveats. And the caveats are anything you do that's interactive is better than anything didactic. That's one thing.

A second caveat is that connectedness to the program is critical. And these are taken from some of the lessons learned studies of the cross-site evaluation, and those are just to name a few. And they *are* described in detail in CSAP publications.

Also, strategies should be developmentally appropriate, gender appropriate, ethnic, racial, and culturally appropriate.

Okay, whoever asked that question, do you need anymore information about that?

And that really, my answer, I think, really goes to number two, also. *'Are there training programs, or model programs, that are listed that you can reference?'* Again, you have the website. The Residential Student Assistance Program, which is a model program, took my original student assistance program model, which was an NIAAA model program, and adapted it to very high-risk kids living in residential facilities, such as jails, or juvenile detention facilities, or large group homes, or institutionalized settings.

And then Project SUCCESS took the same model and adapted it for students that are going to alternative high schools. And those are both model programs. And you certainly can adapt *those* models to a regular high school, a regular middle school population. And that's what we're now doing with our Department of Ed. GRAFT Grant, and we're doing a rigorous, random assignment evaluation to see what the results will be.

Sara, I guess you can do the next two.

S. DINKLIDGE: Okay. I have the third question. And then I may ask Aurora to repeat the fourth one. I believe the third question was *'Are there specific curricula for a whole-school approach for SAP teams?'* Again, to reiterate what Ellen said—and I should back up and just let people know that in Rhode Island, we *are* replicating the Westchester Student Assistance Program. My organization, alone, implements that program in 49 secondary schools—28 middle schools, and 21 high schools. And in addition, there are roughly twelve other programs run by other agencies, *also* replicating the Westchester model. We have been doing this since 1986, so we have good experience with replicating

this model, which has stood the test of time, and really has undergone few, if any, changes. I would say we really are replicating it and keeping fidelity to that program.

So in regards to the question about specific curricula, I would just reiterate what Ellen said, that there are 50 model programs CSAP lists. And the key is to use science-based practices.

If you are a school district, or you consult to a school district, then you know that there are all kinds of curricula to choose from. If you are talking about specific curricula for preventing and reducing alcohol and other drug use, the good news is there are many programs—model programs—that have been found to be effective in reducing and delaying initiation. In Rhode Island, we have had experience—just to give an example—with Project Northland and LifeSkills. That’s just to name two.

But I would urge every community to do, as Ellen said, really go through the decision matrix because neither of those two programs may fit with your community. But I think the positive thing is we don’t have to reinvent the wheel. And we don’t have to wonder if what we’re investing in—money and time-wise—works, because there are programs out there. The challenge is just to find the best fit for your community. So that would be the answer to number three.

And Aurora, what was the other question we haven’t answered?

A. MATZKIN: The other question you’ve answered, partly, probably, but here’s the question. *‘We’re refining our SAP program and trying to create a model to be used in our district of 80 schools. We’re looking for best practices, measurements of effectiveness, etcetera.’*

[UNIDENTIFIED MAN]: Yeah, that was us, too.

S. DINKLIDGE: Again, I think Ellen really outlined the general distinctions between the two basic models of student assistance programs, and within those, there are some variations.

An 80-school district is about the size of our whole state in Rhode Island. And we have adopted, in this state, the Westchester Student Assistance Program Models.

The state is also looking to replicate both the Residential Student Assistance Program and Project SUCCESS. But as I said, we have experience since 1986, with the Westchester Model—in a state about the size of that district that is in question—and have found it to be the most effective, again, in terms of research-based programming. That’s the approach we’ve taken in *this* state.

E. MOREHOUSE: I’d like to add one thing to Sara’s answer. This is Ellen, again. I think what’s important is to do some kind of survey, or gather the data that your district already collects, and assess what are the risks and protective factors that pop in your

district. And then when you pick which strategy you want to use, you need to decide, do you want it to be universal strategy? Selective strategy? An indicated strategy? Or a combination of all three, and for which risk and protective factors? Because that's really the only way that you'll figure out what's right for you. And then maybe within the 80 schools in your district, different regional needs, or different needs—whether it's a middle school or a high school. That's it.

C. CHURGIN: This is Carol Churgin from Newark. And I'm the one who asked that question. I'm not asking about research-based programs. I'm more curious about things like the Westchester Student Assistance Model. Now, is that Westchester Student Assistance Model modeled off of the Core Team Model? Or the Professional Student Assistance Counselor Model?

E. MOREHOUSE: Out of the Professional Student Assistance Counselor Model. And it *was* a research-based model program from NIAAA—the National Institute of Alcoholism and Alcohol abuse. And it was designated that in 1982. It doesn't meet today's criteria, again, 2003 criteria. So that's why it's not on the CSAP list right now. But it *was* a model program when it was evaluated back in the '80s.

C. CHURGIN: But this Westchester Model, from what you were saying, it sounds like you're using this model as a way to figure out what *are* the appropriate research-based programs for each of your schools. Or is that not true?

E. MOREHOUSE: What I did was we took that model, and we thought that that was an effective model for high school students. And it was effective in preventing use among students who weren't using, and reducing use among those students that *were* using. So then when we adapted it to the residential students, it was a higher level of evaluation. There [were] control sites.

S. DINKLIDGE: Hello? Are you there?

C. CHURGIN: Yes.

S. DINKLIDGE: Hello?

E. MOREHOUSE: Hello?

S. DINKLIDGE: Hi. Okay, we lost you for a second.

E. MOREHOUSE: Oh. It's Ellen. I'm sorry. So, in other words, we believe that the program model is still effective. And that's one of the reasons we're so happy we have this department and the elementary schools.

C. CHURGIN: Are you going to go into measuring effectiveness of a student assistance program other than evaluation methods that come with a research-based program?

E. MOREHOUSE: Yes. I can talk about that. The question is, '*Who are you evaluating this for?*' Now, there's what the purpose is. Is the purpose because you have to convince, yet, a school board to give you money? Is it an evaluation to comply with the Drug-Free School Guidelines? Is it an evaluation because it's state mandated, or part of a grant? And depending on the answer to those questions, would be how rigorous, or how lax the evaluation is.

C. CHURGIN: I can answer your question. I don't know. Or, are other people interested in this?

[UNIDENTIFIED MAN]: Yes.

C. CHURGIN: Okay. So I'll let you, go ahead.

E. MOREHOUSE: Okay. In New York State, our New York State single state agencies—The New York State Office of Alcoholism and Substance Abuse Services—wants to see some measures on outcomes. Yet, there's no additional money to do instruments and first-class evaluation. So what we do is we have our student assistance counselors complete a pre- and post-performance target questionnaire. And we asked the key questions that our state and the federal government want us to ask.

For example, if they are not using, have they stayed non-users? If they're using, have they reduced their amount? Are they hanging out with drug-using friends? Do they have less favorable attitudes? Or increased perception of risk of harm? So we take a series of about 10 questions, roughly, and then the counselor just fills it out, based on the interaction with her and the student, or him and the student. So it's very random, and of course, that would never comply with the NREPP process.

On the other end of the spectrum, per our department of education grant—which is the most rigorous—we're actually doing random assignment, where all of the kids with even-numbered birthdays get services and the kids with odd-numbered birthdays get *no* services. And everyone has to do a pre-test, and a post-test. And their scales are built in, and an evaluator throws out the surveys if there's inter-item inconsistency—which means if on Question 2, you said you never used marijuana, and on Question 32 you said that you smoked marijuana twice in the last two months. So, and there's everything in between, depending on our funding source.

We have grants from, say, the Office of Juvenile Justice and Delinquency Prevention. They require evaluation of the four federal government *core* measures. So we have a simple 10-question questionnaire that measures that. So it really depends *who* do you need to evaluate this for. And that's the outcome evaluation.

The process evaluation—like how many kids are involved, how many ninth graders, how many tenth graders, how many boys, how many girls, how many of the different racial ethnic groups, how many users, how many non-users—that's process. That we do with

everybody. And we use the same, we have a questionnaire—monthly statistical sheet—that all of our staff has to use and do every month.

S. DINKLIDGE: I wanted to ask a question about the birthdays, odd number and even number?

Do I understand that, let's say, even numbers get services, but with odd numbers, these are kids that *do* need services? Or identified as needing then?

E. MOREHOUSE: No. In other words, in the school, regardless of your need, if you have an even numbered birthday, you can get services. If you have an odd numbered birthday—regardless of whether you need them or not—you can't get any services.

C. CHURGIN: Is not that an ethical issue? Kids that are identified with need, but then they can't get services because of their birthday?

E. MOREHOUSE: No, no, because they can still get the services that would've been provided in the school if there wasn't this program.

C. CHURGIN: Oh, I see.

E. MOREHOUSE: They just can't get the services from this program.

C. CHURGIN: From the program. But they can get, but there still is a way for those kids to get help, once they've been identified?

E. MOREHOUSE: Well, for example, if an English teacher has a student who's high in her class, and that student has an odd-number birthday, they're going to be sent to the nurse. And the nurse is going to make sure they're okay. And when they return, then they would be referred to the guidance counselor, or somebody else in the building. Just not to our program. They would be referred to a mental health clinic, or alcohol or drug agency in the community. It's just we have nothing to do with the student. No contact.

C. CHURGIN: Okay. Thank you.

E. MOREHOUSE: They can't be in one of our groups, or anything.

C. CHURGIN: Thank you.

C. CHURGIN: Excuse me. This is Carol, again, from Newark. And you were talking about this monthly statistical sheet that you use. Do you give it to the teachers?

E. MOREHOUSE: No. No, the monthly statistical sheet is what the student assistance counselors complete. And it shows where did the referrals come from? How many students did they see? Did they see students individually, or in group, and how many sessions?

C. CHURGIN: Is there a way that we could get a copy of that to see what you're doing, versus what we're doing? We do something similar, but we're trying to improve our monthly reporting tool.

E. MOREHOUSE: Absolutely. The best way to do this—I know I have everybody's address. I'm trying to think if everyone's e-mail is on that list that we got.

A. MATZKIN: I think you're missing a few late registrants, Ellen. So Ellen, if you just send it to me, I will make sure that we get it out to Carol.

E. MOREHOUSE: Oh, okay. Is this Aurora?

A. MATZKIN: Yes.

E. MOREHOUSE: Okay, yes. I would be happy to e-mail that to Aurora. And then Aurora will get that out. It's four or five pages.

C. CHURGIN: That would be terrific. And also the questionnaires that you do administer to the kids? You know, these 10-question surveys. Could we have a look at those, also?

E. MOREHOUSE: I can't give you the 10-question survey yet. Only because we pulled the questions from the American Drug and Alcohol Survey, which is a copyrighted instrument.

C. CHURGIN: Oh, okay.

E. MOREHOUSE: We're in the process right now of working with Rocky Mountain Behavioral Health, for them to decide if those 10 questions are all valid and reliable, for measuring what they're supposed to measure.

And then they have to decide—in terms of distribution. They've been very good about everything else. But I just can't give that to you, yet. I'm anticipating that I'll have the answer within the next week. Because I know the whole state of Texas needs it.

C. CHURGIN: Okay. Another question about that within, now, this is in Rhode Island, right, that you're doing this?

E. MOREHOUSE: No, that was the, Sara, do you want to respond to these?

S. DINKLIDGE: Yes. I just wanted, first of all, I wanted to ask *you* a question, Ellen. And then I wanted to comment on evaluation in Rhode Island.

Ellen, the American Drug and Alcohol Survey 10 questions, were those the questions you, was that the survey instrument you used to evaluate Project SUCCESS?

E. MOREHOUSE: No.

S. DINKLIDGE: Okay.

E. MOREHOUSE: To evaluate the original Project SUCCESS, we used the American Drug and Alcohol Survey and the Prevention Planning Survey. We made a hybrid instrument. We got it from Rocky Mountain Behavioral Health. They're the company that owns it.

Then we updated that for our department of education grant. So we could short it a little bit. And we just changed a few of the questions. And they, now, are willing to make that available. That's a 60-question questionnaire. And to do that, quite frankly, you have to give out student incentives, in the form of gift certificates. And you have to give our teacher incentives, and administrative incentives to get the schools to do that 'cause it's a full class, period.

So now we have asked them if we could have this little 10-question questionnaire for our OJJDP grant. And they're in the process of reviewing that, and letting us know if that will be approved. And we'll know, definitely, I mean, the latest September 1, because we need to pre-test again in September.

S. DINKLIDGE: In Rhode Island, we are also in the midst of evaluation. And like Ellen said, we're sort of in between the two extremes she mentioned, or maybe we're trying to do everything. And this year, our state implemented a pilot evaluation, if you will. And it involved student assistance counselors filling out a student referral and case disposition form—basic information on every student they saw. And then all students that were seen—and again, this is an arbitrary decision on the state—every student seen three or more sessions filled out a student survey, talking about how they're youth, and attitudes and behaviors changed as a result of the program. That was *one* student survey.

In addition, students were asked to fill out a student feedback survey, which is more like a client satisfaction survey.

And then, finally, the faculty in each school was asked to fill out a survey, again, more like a client system satisfaction.

It was a very cumbersome process. We didn't have money for incentives, but that's absolutely what's needed. And I would just—having gone through this process, as we've revised it with our state—would urge any other state looking to evaluate to be very clear what it is you want to know about the student assistance program. And because the program is really multifaceted—there are so many aspects of it, there is the group work, there's the prevention aspect—that you really have to fine tune. I think what our state tried to do was try to find out as much as they could, and what may end up resulting in that is they find out very little, and that it's probably better to target a few questions, rather than try to get ten or twenty questions about the program answered. So I would just

urge people to be very thoughtful, just as you would in selecting a program—what is it you want to know? And then what are the instruments available for that? Which is why I'm very interested in a 10-question standardized survey that would get at what we want to get at, because as anyone who's tried to do evaluation in schools knows, getting compliance is the biggest problem.

E. MOREHOUSE: By the way, I agree, totally, with you, Sara, that we broke our results into three sessions or less, four sessions or more. And in the original Project SUCCESS Evaluation—because CSAP required it—we had to match dosage to outcome to see was there a match, you know, there was no improvement.

Which survey did you pull your questions from? Did you do the ADAS, or Monitoring the Future? Or which one?

S. DINKLIDGE: No, the state just, basically, went from scratch, despite our recommendation that they look, particularly, at what has been done, nationally. So we are asking them, actually, to *re-look* at, they hired an independent consult to come in and actually develop a survey, based on some of the information we were collecting. But it isn't based on any national instruments, which was disappointing. And that may change. We may do it differently in the fall.

R. RUMBAUGH: This is Rita, calling from Montgomery County, Maryland. You might be interested in what we evaluated with student assistance. We evaluated *only* the intervention component. And we evaluated 200 cases of 20 schools by interviewing the *parents* as to changes in kids' behavior attitudes, then accessed the students' school records. We found very little change in school records, but great feedback from parents as to the effectiveness process. It was very *narrowly* evaluated.

E. MOREHOUSE: Right.

C. CHURGIN: Yes.

S. DINKLIDGE: This is Sara Dinklidge again. And I should say a longer time ago, in 1997-98, we worked with the Brown University Alcohol Center for Addiction, and looked at—again, what you're saying, Rita—we looked specifically at our group intervention for substance-using students. And we did, really again, a pilot evaluation of student assistance program intervention. And that was very successful, and found to be effective. But, again, it was taking one very narrow aspect of the program, and looking at the results.

R. RUMBAUGH: Is that still available, Sara?

S. DINKLIDGE: Yes.

R. RUMBAUGH: And I could get it from you?

S. DINKLIDGE: Yes.

R. RUMBAUGH: Thank you.

S. DINKLIDGE: This is Rita in Montgomery?

R. RUMBAUGH: Montgomery County, Maryland.

A. MATZKIN: This might be a good time to shift gears a little bit. Ellen is going to do an overview of the Professional Student Assistance Model and Project SUCCESS, specifically. Ellen, is that okay with you?

E. MOREHOUSE: Sure.

A. MATZKIN: Okay. Before we do that, I should say Ellen, you did have a handout for this part of the conference. It's the Project SUCCESS flowchart. And if you registered for the call by yesterday, you should've gotten an email giving you directions to get to our website in order to download this handout. Is there anybody out there who doesn't have the handout?

[UNIDENTIFIED MAN]: I do not.

[UNIDENTIFIED WOMAN]: I don't, either.

C. CHURGIN: We don't have it in Newark, either.

A. MATZKIN: Do you currently have computer access?

[UNIDENTIFIED WOMAN]: Yes.

[UNIDENTIFIED MAN]: Yes.

C. CHURGIN: Not here in Newark. It's a bit difficult for us to have both going on, concurrently.

A. MATZKIN: Okay. I'm going to give the website for folks to follow. I'm going to give you some links to click on, rather than just give you this whole, long address.

If you could start by going to www.northeastcapt.org. If you look at the top of the screen, there's a list of things. One of them says services.

[UNIDENTIFIED MAN]: Can you hold just a second?

A. MATZKIN: Absolutely.

[UNIDENTIFIED MAN]: Thank you.

[UNIDENTIFIED MAN 2]: Was CAPT C-A-P-P, or C-A-P-T?

A. MATZKIN: C-A-P-T, as in Tom.

[UNIDENTIFIED MAN 2]: Thank you.

A. MATZKIN: Carol in Newark?

C. CHURGIN: I'm sorry, but yes, that was me in Newark. I apologize. I was giving somebody directions so we could dial into on another line onto the Internet. So I apologize. I should've had it on mute.

A. MATZKIN: I just wanted to let you know that I did e-mail *you* this link, this morning.

C. CHURGIN: Oh, you did? All right, well, I haven't, you don't want to hear my problems.

A. MATZKIN: No, that's okay.

C. CHURGIN: All right. Thank you. [laughter]

A. MATZKIN: If you click on services, if you just put your mouse over services and select technology from that menu that pops up, you'll be on a website that says Technology Community. Click on Audioconferences. If you scroll down to Roman number III, click on Student Assistance Program. This is actually the website for this particular call. And if you scroll down to the bottom of that, under Resources, there's an item called Project SUCCESS Flowchart. And if you click on that, if you're in a fairly recent computer, it should open it right up. It's a PDF Adobe Acrobat document. And, hopefully, everybody's on the same page now.

[UNIDENTIFIED MAN]: Okay. Could you just start, real quickly, all over? I just got on the web page.

A. MATZKIN: Go to the Northeast CAPT web page. Under Services, select Technology. On that page, select Audioconferences. If you scroll down to the bottom towards Roman number III, it'll say Student Assistance Programs. Select that. And then scroll down towards the bottom of that page. Under Resources, it says Project SUCCESS Flowchart.

[UNIDENTIFIED MAN]: Thank you.

M. BROWN: Aurora? Hi, this is Michelle Brown from Community Concepts.

A. MATZKIN: Hi, Michelle.

M. BROWN: Hi. I have one quick question before we move on. Our school district utilizes the Core Team Model. And I wonder if the—which is, actually, not very functional—but I wonder, can the two models co-exist? Can the Core Team Model make a referral to the Professional Student Assistant Team? Or do they operate, or is the recommendation to either choose one or the other?

E. MOREHOUSE: You just define what *you* mean by Core Team Model, because as we said, there are variations. Just give us a quick description.

M. BROWN: Well, in our school district, actually, our SAP is not very effective. And I was sort of hoping to get some ideas around making it *more* effective. But right now, it's just a group of teachers, guidance councilors, the school nurse, and the school social worker who basically meet and discuss—as you had said, earlier—problematic students. I don't, particularly, like that word but, and it doesn't seem to, necessarily, go anywhere. And I just, I don't, how I would sort of envision it is, you know, maybe if an identified student was referred to *our* SAP, then maybe referral could be made to the Professional Student Assistance Model. I don't know. Do they ever co-exist?

E. MOREHOUSE: Yes, they do co-exist. There are some school districts that have the Core Team as you're describing. They have a professional student assistance coordinator, who's kind of the leader of the Core Team. Directs everything, and decides whether he or she—meaning the student assistance coordinator. There, they're usually called a coordinator, not a counselor, whether they're going to see the student, whether they're going to recommend to the parent that the student go right for an assessment at a local treatment program, or whether the team tries to gather more data. They're kind of almost like the traffic director, but with more expertise.

The professional...

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E. MOREHOUSE: ...has the ability to do the assessments and the referrals, without, necessarily consulting anybody.

M. BROWN: Okay. Well, thank you.

E. MOREHOUSE: The advantage—and I'll just bring this up—a big advantage of having the counselor is the confidentiality issue.

MICHELLE BROWN: Yes.

E. MOREHOUSE: And in small towns and/or with very high-functioning kids, and/or with very suspicious kids with parents who've had very bad experiences like the idea that “their family business isn't being discussed with lots of people.”

M. BROWN: Okay. Okay, thank you.

E. MOREHOUSE: You're welcome.

A. MATZKIN: Ellen, are you ready?

E. MOREHOUSE: Yes.

A. MATZKIN: Okay. Well, why don't we start with the overview of the Project SUCCESS and Professional Student Assistance Model Programs.

E. MOREHOUSE: Okay. Does everybody have the flowchart now?

C. CHURGIN: Would you back up a little bit? I understood you to say that this is for alternative schools?

E. MOREHOUSE: The original project was evaluated for alternative high schools. Now we're testing it with the full rigorous evaluation in a regular high school, which is ninth grade through twelfth grade, and it has 800 students. And a regular junior high, which is a seventh and eighth grade, with 400 students.

C. CHURGIN: Okay. Thank you.

E. MOREHOUSE: The reason why I wanted you to have the flowchart is because it's the way to easily see what is the difference between Project SUCCESS and the Student Assistance Program Model.

The first step, you see that big box—Outreach and Mailing. What that means is that a mailing goes out to every parent in the school district, with the back-to-school mailing in August. That includes everything from bus schedules, free lunch, the calendar—whatever—is in there. Producing the program, explaining what it is, explaining that parents can make a referral if they're concerned about their [son or] daughter.

And also all of September, the Project SUCCESS, or Student Assistance counselor does not do any assessments, does not do any individual or group work, really, but spends that whole month doing a classroom presentation so they hit every student. And in New York State, every student is required to take English every year. So they would go into every English class for fifteen minutes, just to give an introduction. And it could be a very interactive introduction, or it could be a didactic introduction. But they also visit all of the community agencies that they'll be using to refer students to. They meet with the private practitioners that they made need to refer students to. They meet with the private practitioners that they may need to refer students to. They visit different communities, civic groups. And that could mean everything from the interfaith clergy council to meeting with the local police department to find out what's going on over the summer, what are the issues. The PTA. But it's really about being visible, hearing what are the

needs of the community, what's the perceived problem *this year*? Any new trends? What's happened over the summer?

But also introducing himself or himself, defining their role, defining their boundaries, explaining what they *aren't*, how they're different and similar to the school social worker and psychologist. But that's that first box. And that's part of both projects.

The second box is Project SUCCESS, *not* the original Student Assistance Program. Except when we adapted the original Student Assistance Program to junior high, we put in the prevention education series. That's where it was first tested. And in a regular high school, the way that would work is that we do the prevention education series for just half of the ninth grade students. Regular junior high school that would be half of the seventh grade students. And in an alternative school, it would be all of the alternative school students.

And the prevention education series starts sometime in September or early October. There are usually eight 40-minute sessions, two sessions per topic. It's possible to do it in six if it's a very small number. The topics have to be done sequentially. And it's random assignment, so it might be half of the seventh graders that are taking health, or the seventh graders that are taking home and careers, or half of the ninth graders that are taking health on an A day, versus a B day. And the whole point of it is for a significant portion of the school to understand where is this individual coming from? What is his or her frame of reference? And being adolescent is about correcting erroneous norms and perceptions about what's normal. So when kids in ninth grade think 'oh, everyone slept with somebody by the time they're a senior,' we would give statistics and explain what percent of kids are sexually active.

And for alcohol and tobacco and other drugs, that's coordinated with the health teacher to avoid repetition. And the idea is filling in the gaps, and, again, correcting erroneous norms and perceptions about how widespread it is. We use a social norming approach. What is the difference between experimentation, occasional use, regular use, abuse and dependence? Is LSD addictive?

Family pressures and family problems is really an attempt to take away the shame of family issues. So what we do is we ask kids straight out, 'what are the pressures facing American families today? And what are ways American families cope with pressures?' And it could be everything from drinking, praying, shopping, exercising, watching TV. Any coping skills at all. And what we say is none of these, by themselves, are healthy or unhealthy. It's a matter of excess. So what we're *really* using that for is to reframe family alcohol and drug use as a way that some family members cope with stress. And the idea is to take away the shame there.

And then the fourth topic is Skills for Coping, and that's what are the different ways *teenagers* cope with healthy ways and unhealthy ways. A lot of role play, and a lot of practice there. And then at the end of the eighth session, or seventh, or sixth session—depending how many it is—there's a little form the kids can fill out. And the form,

basically, says if I had the courage, I would've asked the following question, or brought up the following issue. And then they can check would they like to meet with the Project Success counselor? Would they like to join a group? They have different options. So that's one way we get the self-referrals of the kids that need the individual, or group, intervention.

Also, by the way the kids have asked different questions over these eight sessions. Or the way they've responded to each other or their attitudes. It's a way for us to do case finding. So it's possible that we'll ask a student at the end of the eighth session that we'd like to meet with them, individually. We wouldn't say that in front of the whole group.

In the alternative school, since it's a much smaller group, we take *every* kid who went through the prevention education series and do an individual assessment.

So in regular student assistance, there is not the prevention education series in Project SUCCESS there is. The reason why you see in that box marked January February is because in alternative schools, new kids enter at different points during the year. And there's usually a big influx at the end of every marking quarter, or marking period. So by January there are enough new kids to start a new cycle.

In other parts of the country where there's a *steady* influx, what I say is as soon as you have four to six kids, start your next cycle of prevention education series.

In the regular high school and the regular junior high, we start them with the seventh graders and the ninth grader, only in September and October.

Okay. Also in Project SUCCESS, they must go through the prevention education series *before* they get any service. They can't have an assessment or join a group unless they've been through the prevention education series. And the reason for that is if you think about it, if you're an alcohol and drug professional, why would any adolescent that's in trouble, and suspicious of adults, go up to a complete stranger and be honest and open about their alcohol and drug use? Which is why there is so much minimization and denial. But if they've had eight sessions with this person, and understand their perspective, and understand that I am in shame, they're much more likely to be honest about the extent of their use, or their family member's use. So that's the theory behind it.

Then the assessment is really an assessment for services. And I don't want to confuse people about that. And that's really to determine are they appropriate for Project SUCCESS or student assistance service? Or are they appropriate for a service *outside* the school? Or appropriate for a service *inside* the school? Or appropriate for *no* service? And it takes, it could be three sessions for an assessment. Sometimes a little bit longer. But, rarely, the maximum would be five.

And then you see on that box that—and this is the same for Project SUCCESS, as well as for student assistance—that they can go right from assessment to one of the counseling

groups. Or they can have individual sessions. Or they can be referred directly to services in the community, or in the school.

So, again, the difference on the flowchart is really the Prevention Education Series. Now, one thing that's not on this flowchart is what I call the universal school-wide prevention activities. And those are things like celebrating Red Ribbon Week, or National Children of Alcoholics Awareness Week, or National Drunk, Drugs, Driving Awareness Month. Or the Great American Smokeout, or Kick Butts Day, or Safe Prom Activities. You all know what I'm talking about. Or advising the SADD Club Students against Destructive Decisions, or Varsity Athletes against Substance Abuse. We estimate that a Project SUCCESS counselor, or Student Assistance Counselor spends about 20 percent of their time during the school year on those non-counseling, universal school-wide activities to try to increase awareness, and also gain visibility, de-stigmatize the program, and impact the environment. And what we learned in the Project SUCCESS Evaluation, which is critical—and remember, that's where only the even-numbered kids birthdays got the services, and kids with odd birthdays didn't get any services—and we had two matched school sites. The kids with the even-numbered birthdays did the best. But the kids with the odd-numbered birthdays in the same schools did *much* better than the kids in schools where there were no programs, and that's partly because of all these universal activities, and partly because of the ripple effect of doing intervention on a significant number of kids.

M. BROWN: Ellen, this is Michelle Brown. For the Prevention Education Series, is it necessary that the counselor who would be doing the assessment and who would have a master's degree—is it recommended that *they* do the prevention education series?

E. MOREHOUSE: No, absolutely. Actually, we just came up with a core component sheet, because so many people asked us like what do you have to have to call it the Project SUCCESS? And it's an *absolute* requirement that the person who's going to do the assessment and the counseling group *also* do the prevention education series, because a big reason for doing the prevention education series is for kids to understand what is this person's perspective?

M. BROWN: Right. Okay.

E. MOREHOUSE: In a huge school where you may have two Project SUCCESS counselors, what I say '*okay, so just split it.*' You know, one take this seventh grade, one take the eighth grade. Or one take one half of the ninth grade, one take the other half. You know? Just like guidance counselors do.

M. BROWN: Okay. Thanks.

E. MOREHOUSE: The other thing that's not on the Project SUCCESS Flowchart which is different is what I mentioned, the Parents Series, using one of the model prevention programs for parenting, such as the Hawkins and Catalano Parents Who Care.

Or FAST, Lynn MacDonald's program—Families and Schools Together. It's totally up to you.

Are there any questions about the difference of the two models? The Project SUCCESS, versus, oh, let me back up. The last person who asked the question said master's degree. In our county, in Westchester, they all have master's degrees. But there are lots of places around the country where they don't, where they have different degrees. And they are licensed or certified—either certified prevention professionals, or certified prevention counselors, or certified alcohol and substance abuse councilors.

M. BROWN: Would a licensed social worker qualify?

E. MOREHOUSE: In *my* view, yes. But, in other words, I say to the place that's replicating it it's up to you who you think is the person who can do it. The essential part is that they *have* supervision, that they have this kind of prevention supervision, someone who has the expertise. I mean, there are places that have replicated it and have good results where the person doesn't have a four-year college degree, but had great experience working with teenagers, and working experience in alcohol and drug prevention, and they had very good clinical and programmatic supervision. So that's fine.

M. BROWN: Right, because they would just be doing the assessment for services, and they would refer out for individual counseling or whatever the need was.

E. MOREHOUSE: Well, they could do that. Remember, this is the EAP Model, and the idea is that for a student that really needs treatment—and not just for alcohol and drugs, but for their family problem, or promiscuity, anything—our goal is to get them as quickly as possible to an outside agency or treatment center. It's like a corporate EAP. But the difference is most kids don't say oh, thank you so much for suggesting this. You know, how quickly can I go? You know.

M. BROWN: Right.

E. MOREHOUSE: It make take some sessions to access their parents, to let them go, or to provide transportation, or to utilize the health insurance. And for some kids who think they can do it on their own, it make take a few sessions to get them to see that they *can't*, or *can*. Remember, our internal role is that the maximum time we will see somebody who's drinking and drugging, and does *not* significantly cut down or stop, is 12 sessions because you do not want to be an enabler.

M. BROWN: Okay.

S. DINKLIDGE: This is Sara Dinklidge. If I could just jump in and make a comment about the *degree* requirement. In Rhode Island, we have stuck to the criteria of a master's degree for student assistance counselors. And the reason for that was really two-fold. One was to have the credibility of school pupil personnel, like school social worker, psychologist, and guidance counselors who also have master's degrees. And also, really,

in recognition of while it is prevention work, student assistance counselors are on the frontline of assessing such a wide range of mental health and substance abuse issues that we felt that level of skill was needed. But it is a factor in the *cost* of the program. So I just wanted to share that we have stuck to that criteria, both for school's acceptance and comfort, and because of the role. I *think* I would be interested to know how it works in other districts, that if you didn't have that master's degree, there would be, perhaps only subtle, but changes in the role of the student assistance counselor.

M. BROWN: Right.

S. DINKLIDGE: That's just a comment.

M. BROWN: Thank you. Yeah.

JOHN DAVIER: This is John Davier from Connecticut. I have a question, as well, of the Prevention Education Series. Is that universal, selective, or indicative? Hello?

A. MATZKIN: Ellen?

E. MOREHOUSE: Yes?

A. MATZKIN: Did you hear that question?

E. MOREHOUSE: Yes. In a regular high school or junior high school, it is a *universal* strategy. In the alternative high school, it's a universal strategy, but with selective and indicative population.

J. DAVIER: Right. So you must be running these groups, in a fairly, good-sized school you're running these all the time to get all those students into one of these series if the groups are pretty small.

E. MOREHOUSE: That's why in a regular high or junior high school, we try to get *half* of the seventh grade, or *half* of the ninth grade if we're doing Project SUCCESS. But in a very big school, obviously, you wouldn't even be able to get half. I mean, you just couldn't do it. If you have a full-time Project SUCCESS counselor, we estimate 200 kids can cycle through the Prevention Education Series that you really can't cycle more than 200. Because if you have 10 kids in a group, that would be 20 different groups.

J. DAVIER: So that's over the course of the school year, you're talking about? Two hundred kids?

E. MOREHOUSE: Try to front load it for, you know, September, October, November.

Also, just in terms of a full-time student assistance counselor that's *not* doing Project SUCCESS, they have to see a minimum of 125 students have had to, at least, had an assessment.

A. MATZKIN: Are there other questions?

R. RUMBAUGH: I have one. This is Rita, again, from Montgomery County, Maryland. I wanted to ask Ellen, once again, we have the Core Team Model in our comprehensive schools, about 68 of them. And I'm working with the alternative schools now. And this Project SUCCESS sounds like a wonderful model for the alternative schools.

Ellen, do you have the evaluation that was done on the Project SUCCESS with alternative schools?

E. MOREHOUSE: Yes.

R. RUMBAUGH: Would that be available to me?

E. MOREHOUSE: Actually, there are three things you can do. One—and this is for everybody—if you go to the CSAP Models Program website, the actual evaluation results are right there in the description of the program. So that's really the quickest, fastest way.

Also, we have a little two-page fact sheet that we fax or e-mail to people who just call us and ask for it. Anybody can get that, or I can just give that to Carol or Aurora, and they can get it to you.

Three, is if you want the original, full—I believe it's 200-page—evaluation report that was submitted to CSAP, we make that available. But for that, we have to invoice you for \$10 because it has color charts and graphs, and that's what it costs us to send it to Kinko's to copy.

R. RUMBAUGH: Okay. Terrific.

E. MOREHOUSE: So you can have any one of those three things.

R. RUMBAUGH: I think all three would be just wonderful for me.

E. MOREHOUSE: Okay. You know what? Just call us, and, specifically, give the mailing address. And what we do is we send it out then with the invoice.

R. RUMBAUGH: Okay. And what's your number?

E. MOREHOUSE: The number is 914.332.1300. And, actually, what you can do is just ask for—you don't even have to speak to me. Just give the receptionist your name, your mailing address, your phone number, and the billing number. I'm sorry, my colleague is in the room with me. She thinks it's \$30. Actually, I'm thinking \$10 for 200 pages, it's probably \$30. And we just include the invoice.

R. RUMBAUGH: That's fine. Thank you.

E. MOREHOUSE: Okay. If you just want the fact sheets, just call the same number and say to the receptionist you want the fact sheet on Project SUCCESS. And for the CSAP information, just go to the model website.

R. RUMBAUGH: Thank you.

E. MOREHOUSE: You're welcome.

A. MATZKIN: Any other questions?

M. J. BUSH: My name is Mary Jane, from Bucksport, Maine. I live in a very rural area, and we have 8,200 people in our service area. We've also had some changes. We have a paper mill in our town that just made a significant change in their EAP program services that are now going out of state, and there's not going to be a staff person on at the mill, providing direct services. And we've had a question that's been raised by several committees as to whether or not we could do some kind of combination between the business community and an EAP model, and a school assistance program where we kind of come out with a community assistance program, just because of the numbers in our community, whether or not that's a concept that anybody has used anywhere else?

E. MOREHOUSE: Sara, why don't you talk about how Rhode Island does EAP for schools, and SAP, and a little bit about your agency?

S. DINKLIDGE: Okay. RIEAP stands for Rhode Island Employee Assistance Program. And the organization was originally developed to be an Employee Assistance Program for state employees. It then expanded to provide EAP services to many private companies, internationally.

But, currently, we are in not all school districts as an EAP—or SAP for that matter—but we are in *many* school districts as both. And they are two separate divisions of our company. An Employee Assistance and Student Assistance Division. And it works very well where the two divisions come into, I mean, if you've got a student assistance program operating in a school, often happens is that student assistance counselor, once they've been there awhile, will get faculty and staff coming to them with their own personal problems, or problems with their children. And it's really inappropriate for the student assistance counselor to take those on. So it's very helpful when there is an employee assistance program provided by the district, through a private company, to reach those and provide services for those faculty. Where it has also been a good partnership is when a tragedy occurs that affects the entire district—a student is killed, or dies, or as you probably have all heard about in Rhode Island, we had that horrible Station fire that affected so many of our families in the state. And it was really a combined effort of the employee assistance and student assistance program reaching out and providing a trauma response to employees of the school district, as well as the students. And if you just had one, you really wouldn't have been able to do it. The focus is different in helping the students. But then, you also have the faculty and staff with their

own grief and loss, and trouble. And then, naturally, when there is an employee who is impaired, it is, again, much more useful to be able to refer them to an employee assistance program as a separate service, than the student assistance program. Because the student assistance person is there on-site in the school, and it becomes almost like a colleague to the faculty.

M. J. BUSH: That's very helpful. Just a follow-up question. In Rhode Island, who pays for the student assistance programs?

S. DINKLIDGE: Well, the program was established back in 1986, with enabling legislation. And it, originally, began as a cigarette tax that set up the program as a pilot in seven high schools. It has since grown, as I said, to over 60 secondary schools in Rhode Island. And it is a combined, state funded, and local-school district funded. The local school districts contribute a match, which most of them get from their federal Safe and Drug-Free Schools grant, Title IV, money. And the state funds the rest.

So the original legislation was an increase in the cigarette tax to fund the pilot student assistance program. Two years later, a legislator, whom we had worked with and talked a lot with about the student assistance program introduced legislation to expand the student assistance program to middle schools. And that was through traffic violation fines. That was the original funding source for both the middle school and high school student assistance program.

It has since just been taken on and absorbed as part of the state budget to our funding source, which is the Department of Mental Health, Retardation, and Hospitals, in Rhode Island.

So I believe that's one of the things that makes our state unique, is that actually funding source mechanism, which we certainly hope continues.

E. MOREHOUSE: Let me just speak to how it's funded in New York, because it's not just here in Westchester County. There are about 20 counties in the state that have this kind of student assistance program.

The funding is also a match between a local school district, and our New York State Office of Alcoholism and Substance Abuse Services. And New York State's Office of Alcoholism and Substance Abuse Services uses a combination of their federal block grant prevention fund, and the local—meaning New York State taxed from their income taxes—state funds for the state match. And the school districts either use all of their Drug-Free Schools money, a portion of their Drug-Free Schools money, or none of their Drug-Free Schools money for their match.

Because we've been in business now, and getting state funding since 1979, at this point, the school districts are paying, approximately, two-thirds of the cost of the programs. And the state match is one-third of the cost of the programs. But it does vary, county by county. And it depends on the longevity.

When we started, it was—in six schools—a hundred percent funded. There are some schools now—by the way, because our state funding has been capped—that want to come into the program that are just paying, if you can believe it or not, a hundred percent of the cost.

M. J. BUSH: Thank you.

A. MATZKIN: Are there additional questions?

E. MOREHOUSE: I just want to mention one other thing. For those of you that are using Drug-Free Schools money—because they're now requiring that you use one of the model programs—then you either have to say in your application if you're doing the professional counselor model, that you've adapted Project SUCCESS. Or you're using the student assistance program, which is similar to Project SUCCESS because the Westchester Student Assistance Program Model, by itself, doesn't meet the criteria. And some states are stricter than others about that.

R. RUMBAUGH: I have a question, if no one else does at this time. This is Rita, again, from Montgomery County, Maryland. I liked your analogy to Xerox and Kleenex in the beginning of this presentation, as to the student assistance, and how it means everything in many folks' vocabulary, in many ways of helping kids. With the new Supreme Court decision and some states going to student drug testing, do you see student drug testing integrated as any component of student assistance?

E. MOREHOUSE: I personally don't, Rita. I don't know if you're aware that there was a study that just came out—I believe last month—that showed that the schools that had drug testing, it had no effect on the rates of youth.

R. RUMBAUGH: Yeah, I saw that study from Lloyd Johnson. And I think there were many flaws in that study.

E. MOREHOUSE: Right.

R. RUMBAUGH: In fact, Dr. Robert Dupont—you probably remember him from year ago—just did a rebuttal to that.

E. MOREHOUSE: Okay.

R. RUMBAUGH: And I'd like to fax that to you, or send that to you, his rebuttal on Lloyd Johnson's study because he looks at it in great depth.

E. MOREHOUSE: Here's why, thought, that I will not incorporate that.

R. RUMBAUGH: Yeah, tell me about that.

E. MOREHOUSE: This is now back from my treatment days, my early days. We know that the results of the drug tests are only as good as the actual test. And unless you're going to use the forensic quality Golden Spiel (GC), which, I don't know, in New York, now, is \$150 a test. Then what's the point? But you know how kids think if they drink certain substances like Golden Spiel, or whatever, that it will have a, they can beat the drug test? Well, we tell the kids it has nothing to do with drinking Golden Spiel. They have false negatives, anyway, because they're not a good quality test. So we feel that if the school wants to do it, it's up to the school. But where's their role? Our only role is that we're happy to take *referrals* of kids that have positives. If it's an athlete or anybody, and their drug tested, and it comes back positive, that person can make a referral, whether it's the parent or the school. And we're happy to see them to do an assessment.

R. RUMBAUGH: Thank you.

A. MATZKIN: Are there additional questions? If not, the last thing we have to do is I just want to thank you all for participating. We do have a little evaluation process for each of you to engage in, before you hang up.

E. MOREHOUSE: Aurora? One second. Can I just make a comment for a minute?

A. MATZKIN: Absolutely.

E. MOREHOUSE: If any of you have follow-up questions or concerns, please feel free to call, and let me just give you that number, again. It's 914.332.1300. I always urge people to call rather than just e-mail because when you call, the receptionist might be able to handle your question, or give it to Andrea [inaudible], or Sandy Glanda, or Beverly Pierce. They're supervisors here in our office that can answer the questions as well as I can. And that way you don't have to wait for a response.

Also, sometimes when people e-mail, we have a question about the question. And this way we can call you back, and answer it, and get you the information you need. So, hopefully, this is a beginning. Feel free to call any questions. And Sara, I don't know if you want people to e-mail or call by phone.

S. DINKLIDGE: I'll give you our number here, too, in Rhode Island, if people have questions about replication. And the 800 number is 1.800.445.1195.

A. MATZKIN: I know that I will be getting this fact sheet from Ellen, and I'll be sending that off to Carol from Newark. If anybody else would like that information, you can shoot me an e-mail, and I will gladly respond to it with this fact sheet. And my e-mail address—which I think is on every flyer for this; Paul, you probably have it—is matzkin@adelphia.net.

R. RUMBAUGH: Thank you, Aurora. Tell me, do you have time for a quick question about this process?

A. MATZKIN: Absolutely.

R. RUMBAUGH: This is a great audioconference, and a good strategy for learning.

A. MATZKIN: Well, thank you.

R. RUMBAUGH: How does one set this up?

A. MATZKIN: How does one set this up? This particular conference was set up through Premier Conferencing. And I would be happy to send you their 800 number.

R. RUMBAUGH: That would be helpful to me. Do you have any idea about the cost?

A. MATZKIN: It really depends on what kind of package you go for. I would be happy to talk to you outside the call about it.

R. RUMBAUGH: That's terrific. We need to use these kinds of mechanisms. We can no longer get folks out of school, bring them together to do in service trainings. We've got to use these kinds of mechanisms, and this has been very helpful to me.

A. MATZKIN: Well, thank you very much for that feedback.

We are going to do a little event evaluation process. But before we enter into that, I just wanted ask if there are any more questions? We do have some more time if anybody has other questions that have run through your minds in the last few minutes.

Okay. Well, then we have an event evaluation process. And this is actually going to be conducted as a little telephone poll. Before we get into it, I just want to thank our speakers, Sara and Ellen. And, again, you've got their contact information. And if you find there's anything that you *do* need that you didn't get from this call, feel free to give me a call or an e-mail as well. My phone number and e-mail address were on just about all the flyers for this conference, so you should have them. They're certainly on the Northeast CAPT website that many of you went to, under Audio Conference. And I just want to thank our speakers, and let them know that they don't need to complete this little telephone call, so we can let our speakers go.

S. DINKLIDGE: Thank you very much. This is Sara Dinklidge. It was enjoyable, and good talking with you, Ellen.

E. MOREHOUSE: Good talking with you, Sara, and everyone on the call, thank you so much for your interest. And, also, don't be afraid just to call and let me know how things are going, or if you run up against any barriers, or problems. I wish you all success in implementing your projects.

A. MATZKIN: Thank you very much.

S. DINKLIDGE: Bye bye.

E. MOREHOUSE: Bye!

A. MATZKIN: We really do appreciate you staying on the call, and taking the time to provide this feedback. I have seven questions for you. I'm going to, actually, read each question and its responses twice. And the way that you'll respond is by pushing the numbers on your telephone. If you're on mute, you might want to take yourself off mute. Is that true, Sylvester?

MODERATOR: Yes, ma'am. I'm available for responses.

A. MATZKIN: Sylvester will be tallying your responses. And he'll be sending them to us. And, again, since this is new technology for us, your feedback's really, very much appreciated. You'll be asked seven multiple choice questions. And then after this call is over, I'm going to email you three open-ended questions, because it's very difficult to capture qualitative information in a telephone poll. So we'll start with these seven questions. And it should only take a few minutes, so I appreciate your time doing this.

This is question number one. Does anybody have any questions before we begin? Okay. Question number one. How much new information or ideas did you receive in the workshop? Press "1" for no new information or ideas. Press "2" for a little new information or ideas. Press "3" for some new information or ideas. And press "4" for a lot of new information or ideas.

I'm going to repeat that question. But if you've already responded to it, you don't need to respond again. Question #1. How much new information or ideas did you receive in the workshop? Press "1" for *no* new information or ideas. Press "2" for *a little* new information or ideas. Press "3" for *some* new information or ideas. And press "4" for *a lot* of new information or ideas.

Moving on to Question #2. How likely are you to use the information or ideas that you received in the workshop? Press "1" for not *at all* likely. Press "2" for not *very* likely. Press "3" for *somewhat* likely. Press "4" for *very* likely. And this is Question #2, again. How likely are you to use the information or ideas that you received in the workshop? Press "1" for not *at all* likely. Press "2" for not *very* likely. Press "3" for *somewhat* likely. Press "4" for *very* likely.

Moving on to Question #3. Overall, how satisfied are you with today's workshop? Please press "1" for *very* dissatisfied. Press "2" for *somewhat* dissatisfied. Press "3" for *somewhat* satisfied. And Press "4" for *very* satisfied. I'll repeat Question #3. Overall, how satisfied are you with today's workshop? Press "1" for *very* dissatisfied. Press "2" for *somewhat* dissatisfied. Press "3" for *somewhat satisfied*. And Press "4" for *very* satisfied.

Moving on to Question #4. How satisfied are you with the audioconference format for providing technical assistance on this issue? Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied. Again, repeating Question #4. How satisfied are you with the audioconference format for providing technical assistance on this issue? Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. And press “4” for *very* satisfied.

The last three questions we’re going to ask you to rate your satisfaction with each of the following aspects of today’s workshop.

For Question #5, please rate your satisfaction with the quality of information presented. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied. Again, Question #5. Please rate your satisfaction with the quality of information presented. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied.

Moving on to Question #6. Please rate your satisfaction with the opportunities for questions and discussion. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied. Again, Question #6. Please rate your satisfaction with the opportunities for questions and discussion. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied.

Finally, the last question, Question #7. Please rate your satisfaction with the handouts and materials. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied. Again, the final question, Number 7. Please rate your satisfaction with the handouts and materials. Press “1” for *very* dissatisfied. Press “2” for *somewhat* dissatisfied. Press “3” for somewhat *satisfied*. Press “4” for *very* satisfied.

Thank you all, very much, for participating in this call, and especially for taking the time to complete the evaluation at the end. You will be receiving an email shortly, giving you the opportunity to provide *additional* feedback over email. And, again, I thank you.

C. CHURGIN: Thanks, Aurora.

R. RUMBAUGH: Thank you so much.

C. OLIVER: Thank you.

MARY JANE BUSH: Thank you.

S. CITRON: Bye.

L. CAULKINS: Bye.